

Textbook Alignment to the Utah Core –Dance Company

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Dance Company Core Curriculum

Title: _____ **ISBN#:** _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: (Technique): *Students will demonstrate technical proficiency and knowledge of the body.*

Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____ %	Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS	Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Value dance as contributing to healthy human development.			

•	Document progress on select technical and performance goals.			
•	Implement an individual conditioning program that addresses differences in strength, flexibility, muscular endurance, coordination, and agility.			
•	Implement strategies for injury prevention in class, rehearsals, and performance.			
•	Describe immediate injury care.			
•	Discuss methods of enhancing dancers' abilities in choreography.			
Objective B: Develop knowledge and skills of axial movements and basic locomotor steps.				
•	Perform complex axial movements of greater length with rhythmical, spatial, and qualitative challenges demonstrating dynamic alignment and dynamic balance; articulation of the torso, articulation of peripheral body parts promoting mobility and stability, integration of the spine with the periphery, use of breath to integrate movement, movement initiation from the center of the body, and movement connectivity.			
•	Perform complex variations of basic locomotor and combination steps which incorporate spatial, rhythmical, and qualitative challenges.			
•	Perform complex combinations of various locomotor steps with axial movement.			
•	Create and perform student-directed locomotor combinations which also incorporate axial movements.			
Objective C: Develop an awareness of performing techniques.				
•	Demonstrate basic concepts of performing techniques with increased nuance; i.e., kinesthetic awareness, concentration/focus, fluidity in movement transitions, clarity of rhythmic acuity, spatial intent, full exploration of energy fluctuation, and link of inner intent to outer expression.			
•	Analyze personal performing techniques from internal and external (video) methods.			
•	Identify the mastery of performing techniques in self and another.			
STANDARD II: (Elements of Dance): Students will demonstrate knowledge and skills in the elements of dance.				

Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Develop knowledge and skills in space.				
•	Demonstrate spatial and shape awareness in performance.			
•	Choreograph and perform a dance exploring interesting spatial relationships of groups.			
•	Choreograph and perform an individual study using three shapes, three focal points, and three ranges of motion.			
Objective B: Develop knowledge and skills in time.				
•	Demonstrate movement sequences with tempo, rhythmic and musical acuity.			
•	Demonstrate syncopation.			
•	Perform unmetered rhythm.			
Objective C: Develop knowledge and skills in energy and motion.				
•	Perform movement with qualitative nuance.			
•	Perform choreography with enhanced energy awareness.			
•	Use the qualities of motion as a basis for choreography.			
STANDARD III: (Creative/Choreographic Processes): Students will understand choreographic principles, processes, and structures.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Improvise as part of the process to create dance for public performance.				
•	Improvise a solo based upon an element of dance.			
•	Use all improvisational skills to aid choreography; e.g., use of spontaneity and imagination, discovery and development of thematic material, staying within gestalt.			
Objective B: Demonstrate choreographic principles, processes, and structures.				
•	Analyze the relationship between music, sound, and choreography.			
•	Create and perform studies in various choreographic forms.			
•	Choreograph and perform in different dances utilizing previous knowledge and experience.			
•	Compare the creative processes used by a noted choreographer and an artist in another form.			
Objective C: Demonstrate performance and choreographic skills.				
•	Demonstrate ensemble performance skills.			
•	Create a 3-5 minute group dance with coherence and aesthetic unity.			
•	Participate in the process of presenting a concert.			
STANDARD IV: (Meaning): Students will gain an understanding of dance as a means to create and communicate meaning.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or</i>

			<i>ancillaries ✓</i>
Objective A: Define and demonstrate the creative process of abstraction.			
•	Analyze how a choreographer uses abstraction to create or communicate meaning.		
•	Choreograph a solo based on a person, character, or picture through the process of abstraction.		
Objective B: Demonstrate how dance communicates meaning.			
•	Explore through dance elements and compositional principles the most effective way to develop an idea through movement.		
•	Choreograph a dance that successfully communicates a topic of personal significance or a contemporary social theme.		
•	Create an interdisciplinary project based on a theme, idea, concept, social issue, or object.		
Objective C: Identify the various purposes served by dance throughout time and in world cultures.			
•	Observe a video or live performance of a choreographic work based on a world culture past or present; e.g., “The Green Table” by Kurt Jooss, “Shakers” by Doris Humphrey, “Dambala” by Charles Moore.		
•	Accurately describe various purposes dance has served in world cultures past and present.		
•	Create and perform three different movement phrases derived from the study of theatrical, cultural, historical, social, or political context.		
•	Develop one of the above movement phrases into a solo or group work.		
Objective D: Demonstrate aesthetic perception.			
•	Respond to improvisational and compositional experiences from objective and subjective viewpoints.		
•	Create a dance and revise it over time, articulating in discussion or writing the reasons for the artistic decisions.		
•	Evaluate works of peers in a supportive and constructive way.		
•	Analyze a professional or university concert of works using aesthetic criteria; i.e., the elements and principles of dance,		

	production aspects, dancers' performances, and the choreographic intent or communicative power of the works.			
•	Create a portfolio of creative and written work.			